

# Igen (Future Pathways)

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## Contents

<b>Background information .....</b>	<b>3</b>
Inspection judgements .....	3
Scope of the inspection.....	3
<b>Description of the provider.....</b>	<b>4</b>
<b>Summary of grades awarded .....</b>	<b>5</b>
<b>Overall judgement.....</b>	<b>6</b>
Effectiveness of provision .....	6
Capacity to improve .....	6
<b>Key strengths .....</b>	<b>7</b>
<b>Key areas for improvement.....</b>	<b>7</b>
<b>Main findings .....</b>	<b>8</b>
Achievement and standards .....	8
Quality of provision.....	8
Leadership and management .....	9
Equality of opportunity .....	9
<b>What learners like .....</b>	<b>11</b>
<b>What learners think could improve.....</b>	<b>11</b>
<b>Learners' achievements .....</b>	<b>12</b>

## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Employability training

## Description of the provider

1. Igen (Future Pathways) (igen) is a not-for-profit organisation, based in Leeds, that manages and delivers a range of programmes including information, advice and guidance, training and employment. Igen provides services to young people and adults who face multiple barriers to learning and employment including drug misuse, offender behaviour and school exclusion.
2. West Yorkshire LSC provides funding for the Entry to Employment (E2E) programmes for those who have not yet achieved an L2 qualification. Additional funding to support learners includes the Local Intervention and Development Fund and Slipstream to Upstream directed at the Not in Education, Employment or Training (NEET) group. Most of igen's provision is publicly funded.
3. Igen is the lead provider of a consortium of 10 providers for the E2E programme. Partners in the consortium include other training providers and representatives of the voluntary and community sector. They provide vocational training that includes: motor vehicle; retail; childcare; hairdressing; horticulture; construction; animal care; information and communication technology (ICT); business administration, and sport. Igen has recently opened three new satellite centres for E2E learners in South Yorkshire, Hertfordshire and Northumbria. Currently 372 learners are enrolled on E2E programmes. Of these 40% are female and 17% are from minority ethnic groups. Currently 36 young people are enrolled on the Learning Agreement Pilot.
4. Leeds ranks 85<sup>th</sup> in the 2007 national Indices of Deprivation. In 2006/07, 52.6% of 16 year olds, achieved 5 GCSE's at Grade A\*-C compared with 58.4% for England. In the year to March 2007, 9.1% of learners were identified as NEET compared with 8.6% in England.

## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Outstanding: Grade 1

## Sector subject area

Employability training	Good: Grade 2
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## Overall judgement

### Effectiveness of provision

#### Good: Grade 2

5. The overall effectiveness of the provision is good. Achievement of personal, social and vocational skills is very good and progression rates have significantly improved. The programme is particularly successful in raising learners' ambitions and learners achieve high standards of work. The quality of provision is good and tutors work well to ensure learning is motivating and enjoyable. Igen and the partners provide a very good range of options to meet learners needs and interests. Igen engage well with employers to provide some good work placements for those learners who are ready for work. Guidance and support for learners is good and covers literacy and numeracy needs.
6. Leadership and management are good and equality of opportunity is outstanding. The strategic direction of the company focuses on national and local priorities and igen makes a strong contribution to the 14-19 strategy for the area. The management of the E2E programme is good and performance management of the partnership is very effective. The programme has a very strong focus on equality and diversity, promoting a strong ethos of care and support for all learners.

#### Capacity to improve

#### Outstanding: Grade 1

7. Igen has demonstrated that it has an outstanding capacity to improve. Since the previous inspection, progression and achievement rates have improved significantly. The partnership is working very effectively to improve the progression and achievement rates for all learners, particularly with those partners where rates are lower.
8. Strategic planning is strong with constant review and development of the provision to reflect learners' needs. Innovative use of funding effectively ensures that igen can meet the needs of all its particularly disadvantaged and disaffected learners and those who are in employment without training.
9. Quality improvement arrangements are very thorough and challenging and have a very strong inclusive approach involving all partners. Managers and staff effectively use management information and the quality improvement strategies to monitor the provision, set challenging targets and improve performance. Inspection grades are higher than at the previous inspection when the provision was satisfactory.
10. Igen has worked well to rectify all key weaknesses identified at the previous inspection relating to poor use of management information, poor involvement of employers and slow progress for learners. These areas are now key strengths of the provision. Management has rapidly started to tackle areas for improvement identified during this inspection.
11. The self-assessment process is extensive and includes all staff and many stakeholders. The report accurately identifies the strengths and areas for improvement. The inspection findings matched with the grades awarded. The detailed development plan is used very

effectively to promote improvements. Igen has already effectively resolved several areas for improvement identified in the latest self-assessment report.

## Key strengths

- Good and improving progression and achievement rates
- Good achievement of literacy and numeracy qualifications
- Good development of personal, social and employability skills
- Very effective induction
- Very good range of provision to meet the needs and interests of learners
- Very effective support for learners
- Strong strategic direction and management
- Very effective management of partnership
- Very effective use of the management information system
- Outstanding strategy for equality and diversity

## Key areas for improvement

- Progression and achievement rates across the partnership
- Quality of teaching and learning

## Main findings

### Achievement and standards

#### Good: Grade 2

12. Achievement and standards are good. Igen has good and improving progression and achievement rates. Progression into employment, further education and training is good and improving. Progression rates are over 12% higher than in comparative months in 2006/07. Three partners have outstanding progression rates of over 70%, the rest are satisfactory or good. Igen has a number of very effective strategies to further improve progression including additional vocational options, such as an army training programme. Achievement of literacy and numeracy qualifications is good. In the current year over 74% of learners' are working towards recognised literacy or numeracy aims and at the time of inspection 54% have already achieved their literacy or numeracy key objectives.
13. Retention is good with 77% of current learners remaining on programme, an increase from 63% in 2006/07. Strategies to support retention are good. Igen uses additional funding very effectively to support learners with significant barriers to achievement, for example, the Local Intervention and Development fund. Many learners who leave the E2E programme without formal progression are directed to other provision, such as the young mums programmes, or later re-enter the programme.
14. Development of social, personal and employability skills is good. Learners develop good practical and employability skills, for example in motor vehicle and bicycle repair workshops, environmental projects and in animal care. Learners develop good social and life skills, become more articulate and learning improves their attitudes and behaviour. Learners demonstrate good levels of motivation, application and produce good quality work, for example on the Arts Champion programme. Learners are involved in the organisation of events to celebrate their achievements.

### Quality of provision

#### Good: Grade 2

15. The quality of the provision is good. Teaching and learning are good overall, but satisfactory for vocational training, as identified by the partnership quality assurance system. In the better learning sessions learners benefit from a good range of practical activities. Literacy and numeracy is effectively integrated with vocational lessons but for some learners' individual literacy and numeracy needs are insufficiently identified.
16. Induction is particularly effective. All learners participate in a lively, informative central induction before allocation to the most appropriate partner. Coverage of equality, diversity and health and safety issues is thorough. Initial assessment is very effective and includes a detailed risk assessment of the learner including behaviour, learning styles and literacy and numeracy skills to form the basis of clear target-setting. Tutors use the risk assessment to determine the frequency of the progress reviews, and to set very effective targets for improvement with learners. However, for the small number of learners at Hatfield target-setting is poor.



17. The range of provision to meet the needs and interests of learners is very good. A wide range of partners very effectively match the identified needs and interests of learners. Individual programmes are effectively personalised and learners can join one of three E2E tiers depending on their particular need. A strong focus on *Every Child Matters* is very effective in promoting all development areas of the learners. Engagement with employers is good with many examples of projects to enhance and develop links. For example 'Grow Your Own Talent' provides E2E learners with a work placement and possible progression to an apprenticeship. Good use is made of funding for additional projects such as Arts Champions. Additional activities are interesting, including talks by the police on dangerous driving and inviting a local member of parliament. The quality of information, advice and guidance for learners is satisfactory.
18. Support for learners is particularly effective. Efforts to keep in touch with absent learners by mobile telephone or text messages have been successful in improving attendance. At Groundwork good use is made of volunteers who act as mentors to learners (who are ex-offenders or at risk of offending) and who support individuals to engage in learning. All partners continue with the risk assessment for each learner, which identifies factors that will affect learning. Igen provides all learners with free travel passes and, in one example, a bicycle where local transport was not available. Links with specialist agencies for learners who may need counselling for drug misuse or homelessness issues are good. Links with Connexions Advisers and the Youth Offending Team are particularly good, with advisers attending reviews when appropriate.
19. Resources are satisfactory overall. Most centres have good accommodation with plenty of space and relevant displays on the walls. The Doncaster centre has limited space. At some centres the use of computers and e-learning is inadequate although external funding has been well used to provide interactive whiteboards for partners.

## Leadership and management

**Good: Grade 2**

### Equality of opportunity

Contributory grade: Outstanding: Grade 1

20. Leadership and management are good. The igen board and senior managers provide strong strategic direction and management as recognised in the self-assessment report. The expansion of E2E provision into other geographical locations is part of a clear strategy to meet the needs of vulnerable young people. The board advises, recommends and approves E2E activity through an advisory group. Igen very effectively identifies and uses additional funding streams to provide further opportunities and support for learners, for example Local Intervention and Development funding and Arts Champions.

21. Management of the E2E partnership is very effective. Igen has a very strong focus on quality improvement for the partnership. Partners take a full and effective role in management and development groups. A clear and very detailed approach to quality improvement ensures a full assessment of each individual partner's ability to contribute well to the partnership. Contractual agreements are precise in the expectations of each partner. Quarterly reviews of performance are supportive but demanding. Management of any failure to achieve targets through action-planning is very effective. Partners are supported with more frequent monitoring and suspension of the contract in extreme cases. The partnership has a good approach to meet staff development needs. The recently formed quality improvement group has started to identify cross-partnership issues. A curriculum development group meets regularly to disseminate good practice in delivery. However, identification and analysis of all the factors that contribute to raising performance across the whole partnership requires further development. For example the analysis of relative progression rates of partners or standards in teaching and learning. The proportion of good or better teaching sessions observed by partners declined in the last year. All partners have a schedule for the observation of teaching and learning and igen has recently introduced a system to monitor the effectiveness. However, the system does not ensure that tutors are observed across the range of their teaching situations, for example group work, reviews or coaching sessions.
22. Management information is used very effectively to drive improvement. Igen collects and uses a wide range of information covering every aspect of the learners' experience at both individual partner and cross-partnership level. The data is accurate, up-to-date and well used. The monthly monitoring of recruitment, retention, achievement and progression to identify trends and areas for development is thorough.
23. Igen has an outstanding and effective strategy for equality and diversity. The clear organisational vision is linked to its mission and values and supported by policies and schemes with targets and identified responsibilities. The Equal Opportunities and Diversity Task Group monitor and review the effectiveness of the implementation of the policy. Igen is working towards the National Investors in Diversity Standard. Igen actively seeks to improve their support for vulnerable young people with significant barriers to learning and employment. Staff are regularly updated in equality and diversity. *Every Child Matters* themes are at the heart of igen's programmes. Igen is fully compliant with all current legislation. The procedures for safeguarding learners meet current government requirements. All staff have appropriate checks. A range of activities, including full attention to health and safety requirements, work placement assessments, with detailed and effective policies such as bullying and harassment, ensures the safety and well-being of learners. Tutors effectively challenge discriminatory behaviour and use reviews very effectively to explore equal opportunities, including the impact of poor behaviour on other learners. Learners are aware of their rights and have a satisfactory understanding of equality and diversity. Some partners have a particularly effective approach to developing the understanding in the vocational context, for example, in sporting situations. Igen collect and analyse recruitment, retention, achievement and progression data against all diversity measures. The proportion of learners from minority ethnic groups reflects the community igen work with, and progression and achievement rates are comparable with other learners. Targets to raise participation by under-represented groups are set and the effectiveness of actions monitored.

24. Management of resources is satisfactory. Staff are appropriately experienced with teaching qualifications and arrangements are in place for those who have not yet acquired them. Arrangements to support literacy and numeracy are satisfactory with effective assessment and good discrete support. However, support is insufficiently developed in some learning activities.

### What learners like:

- The friendly supportive groups
- 'Making me feel good about achieving my targets'
- 'It's given me things to do and stopped me drinking'
- Having something to work towards
- Getting a certificate
- Gaining confidence
- Being treated as adults
- The tutors

### What learners think could improve:

- 'Have more exciting targets/rewards'
- More cars to work on at the motor vehicle workshop

## Annex

## Learners' achievements

Outcomes on **Entry to Employment (E2E)** programmes managed by the provider **2005 to 2008**

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005/06	1079	39%	51%
2006/07	851	41%	58%
2007/08 (6 months)	276	57%	52%

Note: 2007/08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

\* These are key objectives identified for each learner following an E2E programme

\*\* Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period